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ABSTRACT

These criteria for determining excellence in reading programs were designed to focus attention on the substance rather than the form of reading instruction in Pennsylvania. School district evaluators are directed to apply an evaluation scale of zero, indicating an item is not applicable, to five, indicating a high score, to the criteria. Criteria topics and subtopics concern the learner, the staff, the community, instruction, materials, the environment, time, evaluation, and the budget. Examples of criteria for the learner are: "Instruction should be learner-centered and each learner guided through a planned arrangement of skills to read at his/her diagnosed expectancy level;" and "The learner should be encouraged to use his/her interests and experiences as an integral part of reading." (MKM)

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CRITERIA FOR EXCELLENCE IN READING

An Evaluation Scale

Right to Read
Pennsylvania

1975

Pennsylvania Department of Education
Bureau of Curriculum Services
Evelyn W. Miller, Coordinator
Pennsylvania Right to Read Effort

CS 002 357

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CRITERIA FOR EXCELLENCE IN READING

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1974

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The Evaluation Scale based on the Pennsylvania Right to Read Criteria for Excellence in Reading was developed by Mrs. Carolyn Markley, Greater Latrobe School District, with the assistance of members of the Pennsylvania Right to Read State Advisory Council; Mrs. Phyllis Humphreys, Derry Area School District; Miss JoAnne Radicchi, Right to Read Intern.

INTRODUCTION

It is the purpose of these criteria to help honest and educationally talented persons, whatever their position in a district, to break the blockade to relevant educational change. The focus should be centered on substance (does it work) rather than form (does it look good).

Conditions vary from district to district and from building to building within each district; nevertheless, these criteria may be considered applicable to all schools within the Commonwealth. It is the prerogative of each district and/or building to determine how to achieve the criteria based on local conditions, needs, capabilities, and desires.

These criteria for excellence in reading have been based on the successes and failures of the past in order to establish guidelines for the present. The intent is to refresh our efforts and stimulate a new excitement and a sense of purpose in reading. Only the involvement and the dedication of each individual to these goals will determine the degree of success

(Criteria for Excellence in Reading, 1974)

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The evaluation scale developed as a component of the Pennsylvania Criteria for Excellence in Reading is intended to aid schools and school districts in developing quality reading programs and to aid in identifying exemplary reading practices and programs within the Commonwealth of Pennsylvania.

Through the Pennsylvania Right to Read Effort, information about exemplary reading practices and programs will be disseminated.

Evelyn W. Miller
Coordinator
Pennsylvania Right to Read Effort
September, 1975

INSTRUCTIONS

for use of

THE EVALUATION SCALE

Criteria for Excellence in Reading

Evaluators using the attached evaluation scale should follow the following procedure. Each item on the scale should be rated with a point value of 0 to 5; 0 (zero) indicating an item not applicable, 1 (one) indicating a low score, 5 (five) indicating a high score. School district evaluators should place the score for each item in the "left hand" margin (validators may later place the score for each item in the "right hand" margin).

School district evaluators are requested to return a completed copy of the scale to the Pennsylvania Right to Read Office with a subtotal indicated for each section on the scale and a total indicated for the entire scale.

On the basis of information received from participating schools and school districts, a hierarchy of points will be established that will determine quality reading practices and programs. The Keystone State Reading Association has accepted the invitation of the Pennsylvania Right to Read Office and the Pennsylvania Right to Read State Advisory Council to provide teams of educators willing to visit the participating schools and school districts to validate the identified quality practices and programs.

Questions about the validation of exemplary reading practices and programs may be directed to the Pennsylvania Right to Read Office.

Evelyn W. Miller
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THE LEARNER

1. The school should establish some means to aid parents in their roles in developing communication skills and enjoyment in learning in their children, from infancy.

   a. The school maintains a communication system with parents through newsletters, notes, and telephone calls about positive aspects of student growth, various classroom activities, and suggestions for follow-up activities at home.
   In districts with significant populations of non-English-speaking persons, district publications are disseminated in the language or languages of the non-English groups.

   b. Regular meetings are held with parents to discuss child development, communication, and education.

   c. Opportunities for establishing rapport between school faculty, administrators and family are provided through open house, teas, and socials.

   d. The school identifies particular individuals who act as resource persons. Parents are given the names and roles of the individuals and are encouraged to contact them by telephone or a note about problems or concerns (classroom teacher, principal, guidance counselor, nurse).

   e. Planned programs are presented by the district to inform parents of activities which they can do at home to help their children develop better communication skills.

   f. Programs dealing with activities for the preschoolers are presented by the district to parents of preschool children.

   g. Parents are advised that materials are available for their use (library, guidance office, principal's office).

   h. A training program is provided for parent volunteers who aid in providing an educational program in the school.

   i. In-service meetings are presented by the district to instruct teachers, school psychologists, guidance counselors, etc. in providing parents through conferences with specific suggestions for developing communication skills and enjoyment in learning at home.

The Learner

2. Instruction should be learner-centered and each learner guided through a planned arrangement of skills to read at his/her diagnosed expectancy level.

   a. The school district has adopted a learner-centered philosophy and has based a planned curriculum upon this philosophy.

   b. Reading is treated as a language arts component in which listening, speaking, reading, and writing skills are interrelated.

   c. The school district has developed goals and objectives based upon the learner.

   d. The school district's reading program is based upon a planned scope and sequence of reading skills.

   e. Instruction is eclectic in nature, using valid approaches to the teaching of reading.

   f. Learning experiences are provided in all sensory modalities: auditory, visual, kinesthetic, olfactory.

   g. The school district has adopted a testing program which properly identifies the needs of the learner in reading and which also helps to identify the learner's expected reading level.

   h. The reading program is diagnostic-prescriptive.

   i. The reading program has been planned based on the needs of the learner, keeping in mind his ethnic background, geographical location, and vocational interest of the community.

   j. Reading is taught as an integral part of each subject area.

   k. Various reading materials are made available to the learner so as to reach his needs and foster his interests.

   l. The learner is given a choice of activities at some time during the school day.

   m. The learner is provided instruction individually and in small groups as well as in large groups.

   n. Instruction involves an exchange of ideas, opinions, and questions among teacher and students, and among students and students.

o. The classroom provides space where a student may work alone.

p. The learner has the opportunity to work on independent tasks using learning centers, teaching machines, self-directed programs, and other forms of educational technology.

3. The learner should be an active participant in determining his/her own goals, planning his/her program, and charting his/her progress.

   a. The teacher and learner set specific goals for the individual needs of the learner.

   b. The teacher and learner plan a set program for the learner to achieve his/her goal.

   c. To promote a more positive self-concept in the learner, the reading program includes a self-choice of instructional materials and a self-selection of stories used in the reading program.

   d. The learner maintains his/her own personal progress records.

4. The learner should be encouraged to use his/her interests and experiences as an integral part of reading.

   a. Background for the material read is always provided for the learner.

   b. Frequent discussions relating the learner's experiences with the material read are held by the teacher with the learner.

   c. Reading at home is promoted by encouraging parents to make available proper levels of reading materials and materials which are relevant to the interests of the child and by encouraging story telling and story reading.

5. The learner should be guided to read widely and independently for his/her own purposes.

   a. The learner is encouraged to pursue his/her interest in various topics through reading.

   b. A variety of reading material is made available to the learner, especially in the classroom.

The Learner

c. The learner is encouraged to use the school and public library facilities.

d. The learner is encouraged by teachers and parents to build his/her personal library at home through book clubs, book stores, etc.

STAFF

1. The administrator should recognize reading as a priority in the school program and enthusiastically provide functional and moral support regarding staff, time, facilities, budget, and community relations to maintain this priority.

   a. A philosophy of reading for the school system is a responsibility of the administration.

   b. Reading is regarded as a first priority when determining the curriculum budget.

   c. The reading program has a sufficient staff to operate as a quality program: a reading director or supervisor, reading specialists, teachers, teacher aides, tutors, consultants.

   d. Workshops on reading are provided for the staff to maintain a high quality reading program.

   e. The administrator keeps in constant touch with the on-going reading program by surveying the needs of the program and by involving the proper people in the planning of the program.

   f. The administrator prepares himself/herself professionally in obtaining some background in the field of reading.

   g. The administrator enlists the support of the local community by "selling" the reading program to the community and getting the parents involved.

   h. Meetings are held with the reading staff concerning budget increases as the program grows.

   i. School policies that affect the reading program are clarified by the administration and the reading staff.

2. A major responsibility of the building principal is to generate a warm personal atmosphere, setting the tone for the entire building.

   a. The principal's attitude will determine to a great degree the attitude of his/her staff; therefore, he/she maintains a positive attitude.

Staff

b. The principal provides space and equipment for maintaining a high level reading program.

c. For good working conditions line and staff responsibilities are clarified so that the chain of command is understood and respected.

d. The principal makes certain that the guidelines established for the reading program are properly followed.

e. The principal meets with his/her staff periodically to determine needs in the reading program and follows up on these needs.

f. The principal observes classroom practices in reading and reviews these practices with each teacher and reading supervisor.

g. The principal is familiar with classroom reading materials, including their proper use.

h. The principal is an active participant in the planning of the reading program.

i. The principal reports to the proper persons the needs of the reading program.

j. The principal, with the classroom teacher, reports to parents the progress of their children in reading.

k. The principal attends workshops on reading and obtains some background in the field of reading.

3. In every district a certified director should provide supervision, coordination, in-service training, and consultant services.

This person should have the authority, freedom, and administrative support to maintain and implement a total reading program, thus becoming the liaison between administration and classroom teachers.

The director should involve the total staff when planning the reading program.

a. The district employs a full-time reading supervisor whose responsibility is solely language arts and reading.

b. The reading supervisor directs a district-wide testing program to determine the reading abilities of all students and to identify those needing special help.

Staff

c. The reading supervisor and staff develop cooperatively a district-wide language arts philosophy and curriculum, and interpret it to the school administration, the staff, and the public.

d. The reading supervisor provides leadership and coordination in the language arts program of instruction and plans and administers advanced reading programs and remedial reading programs.

e. The reading supervisor interprets student needs and progress in reading remediation to the classroom teacher and the parents.

f. The reading supervisor and staff recommend adoption and use of varied instructional materials, including textbooks, reference works, kits, trade books, audio-visual aids, etc.

g. The reading supervisor conducts in-service workshops and demonstrations pertinent to the reading and language arts program.

h. The reading supervisor in conjunction with the staff devises and maintains such records and reports as are necessary to the successful execution of the reading program.

i. The reading supervisor prepares and administers the departmental budget.

j. The reading supervisor looks at the physical aspects of the reading program; i.e., classrooms, office space, storage facilities, etc.

k. The reading supervisor disseminates information pertaining to the reading program to the school board, parents, and the community using personal meetings, newspapers, and appearances at service clubs.

4. The teacher should assume the responsibility of creating an atmosphere conducive to the learning process and promoting lifelong reading habits. In order to do this the teacher must demonstrate professional competency in the knowledge of the reading process and meet the learner's needs through an on-going diagnosis. The teacher must personally value reading, be creative and flexible, and be willing to grow professionally.

a. The teacher is knowledgeable in the area of child development and its relationship to reading and language arts.

Staff

b. The teacher understands the process of evaluation and chooses instruments to use for on-going diagnosis.

c. The teacher has expertise in the sequential development of reading skills; i.e., word attack, comprehension skills, study skills, locational skills, etc.

d. The teacher has extensive background in children's literature and incorporates the literature into exciting learning experiences in reading for school pupils.

e. The teacher knows when to ask the reading specialist for help when encountering learning-reading problems.

f. The teacher knows how to group pupils for reading instruction.

g. The teacher creates a warm personal atmosphere in the classroom.

h. The teacher is aware of each student's needs and tries to provide for these needs.

i. The teacher is responsible for reporting necessary improvements in the reading program to the proper persons.

j. The teacher seeks to further his/her knowledge of reading through further studies in the field, reading professional literature on reading instruction.

k. The teacher establishes a line of communication with parents, reporting the learner's progress.

l. The teacher promotes lifelong reading habits by encouraging the learner to read widely.

m. The teacher provides means for helping the learner develop a good self-concept by making it possible for him/her to succeed with the task and providing positive reinforcement.

n. The teacher continuously diagnoses each student's needs in reading through observation, formal and informal testing, and classroom performance.

o. The teacher thoroughly and efficiently preplans each reading lesson.

p. The teacher is a reader himself/herself and communicates this love for reading to the students.

Staff

5. A good program should utilize the supportive services of the following: community resource people, social agencies, librarians, speech therapist, hearing therapist, school physician, school nurse, school psychologist, home and school visitor, learning disability specialist, guidance counselor, consultants, and other staff members.

   a. At appropriate times community resource people are utilized to promote the learner's interest to read.

   b. School staff members utilize the services of various social agencies to help the school and home to provide for the learner's needs.

   c. The librarian is directly involved in the planning of the reading program and is kept informed as to changes made in the program.

   d. The speech therapist plans with the classroom teacher and reading specialist programs for the speech handicapped child.

   e. The hearing therapist evaluates the hearing capacity of students suspected to have a hearing loss and makes recommendations for follow-up.

   f. The services of the school physician are used by the school staff to provide for the needs of the learner suspected to have physical handicaps.

   g. The school nurse screens students for visual, auditory, and other physical handicaps and makes referrals to doctors or dentists.

   h. The school psychologist evaluates the learner's ability to learn and achievement in learning to help other school staff members provide for the learner's needs. The school psychologist is an advisor for the reading program.

   i. The home and school visitor makes personal contacts with the home and provides background for helping to better understand the needs of the learner.

   j. The learning disability specialist is involved in the planning of the reading program, and with the reading specialist and classroom teacher provides additional help for the disadvantaged learner.

k. The guidance counselor helps the classroom teacher and reading specialist to better understand the needs of the learner and helps to provide for these needs.

l. Consultive services are used by the district to broaden the scope of the reading program, to provide in-service activities for the staff, and to evaluate the reading program.

6. Paraprofessionals should enhance the reading program by working in the classroom with the teacher and outside the classroom in preparation of instructional materials, as required by the teacher, as their personalities, experiences, talents, and training allow.

   a. Paraprofessionals are interviewed and screened. They are given responsibilities which most suit their abilities and the school's needs.

   b. Paraprofessionals are paid by the school district, so that attendance is regular, and the reading program is not interrupted by frequent absences.

   c. Paraprofessionals are in-serviced on basic educational theory and practices, the reading program, and the learners.

   d. Teachers are in-serviced on the proper use of the paraprofessional, followed by a joint training session of both the teachers and paraprofessionals.

   e. Paraprofessionals demonstrate a concern for the emotional and physical well-being of the learners in their daily experience with them.

   f. Paraprofessionals have a checklist of the tasks they will perform in the classroom.

   g. Paraprofessionals expect and receive from the professionals to whom they are assigned a planned program of their expected activities in a reading program.

7. Student and adult volunteers can contribute additional special talent and time to the reading program through tutorial, clerical, and general assistance.

   Volunteers can be recruited from the ranks of the student body, service organizations, parents, retired persons, and local college students. Provisions should be made for orientation and periodic training of all volunteers.

Staff

a. A volunteer program is available for needs which arise from the reading program. Interviews are held to provide information regarding interest in becoming a volunteer, skills of the volunteer, responsibilities, etc.

b. Students help other students learn to read, but only where precautions have been taken to assure proper use of student help.

c. In-service workshops or informal meetings are held to acquaint student and adult volunteers of their roles in the reading program.

d. Space is provided where the volunteer can work.

e. Volunteers are identified in some positive way as they work in the district.

8. Staff will include maintenance and secretarial services which should contribute to a positive learning atmosphere.

a. Maintenance and secretarial personnel are included in in-service programs, especially when the district is planning a new approach to learning. They are the first to meet the public and need to be kept informed.

b. Maintenance and secretarial personnel are encouraged to maintain a positive climate for learning when the opportunity arises.

c. The maintenance and secretarial personnel are included in functions which tend to help promote a positive learning atmosphere, such as plays.

d. The maintenance staff is responsible for creating an environment conducive to positive learning.

e. The secretarial staff is responsible for completing necessary assignments which will contribute to positive learning.

COMMUNITY

1. Enthusiastic support by the Board of Education is of paramount importance to the success of the district-wide reading program.

   a. The Board of Education allocates sufficient funds for staff and materials to support a quality reading program.

   b. The Board of Education encourages its administrators to seek actively additional funds through various state and federal sources.

   c. The Board of Education, with the cooperation of community representatives, includes a reading component in all appropriate sections of its long range development plan.

   d. The Board of Education needs to be informed by administrative staff on major changes in the reading program, district-wide reading test results, and district-wide evaluations made in reading.

2. The school should involve the various segments of the community in the planning, implementation, and evaluation of the reading program.

   a. Community interests are represented on the district's advisory committees for reading, ESEA Title I and long-range planning.

   b. Community persons are invited to participate in evaluation programs for the district's various reading projects.

   c. Community resources are utilized in recruiting personnel for the reading programs.

   d. Community consultants are called upon in the selection process for reading text materials.

3. Parents may become involved through participation in parent-teacher organizations, in the classroom as volunteer teacher aides, and by nurturing at home the learning which has been initiated in school.

   a. The district encourages the formation and active programming of various parent groups, both district-wide and by building.

b. The district has organized an effective system of volunteer parent aides with appropriate training opportunities.

c. The district encourages parental involvement through a program of prescriptive activities parents may carry out at home with their children.

d. Parents are encouraged through newsletters, meetings, etc., to contact the school concerning any question or suggestions about the reading program.

4. Reading instruction should be offered as a vital part of a community Adult Basic Education program. This program should meet the needs of functional illiterates, school dropouts, non-English speaking persons, and those seeking to improve reading-learning efficiency and/or to enhance personal reading enjoyment.

a. The district sponsors an extensive adult education program with instruction geared to the various needs, e.g., functional illiterates, dropouts, non-English speaking persons, and others with specific reading problems or needs.

b. The adult education program is staffed by persons sensitive to the needs of the diverse problems of the adult community.

c. Periodically, the community is surveyed to determine needs for the Adult Basic Education program.

d. Consideration is given to taking the program to the adult student, e.g., at his place of work, a church, a community center, School buildings can pose a threat to some adults.

e. The school district is responsible for providing reading materials for the adult community through financially supported libraries, by placing reading material in locations of the community which adults frequent, etc.

5. A wide variety of community resources are available and should be used creatively to bring enrichment and relevance to the school experience.

a. The district enoourages teachers and other staff persons to involve community persons in reading activities.

b. A directory of community resource persons has been developed by the district for staff use.

Community

c. Programs are set up so that students may leave school to participate in community activities as part of the reading program.

d. Cooperative arrangements have been made with area libraries and other sources of reading materials, so that students may have access to a wide variety of sources.

e. In districts enrolling significant numbers of minority students, affirmative steps are taken to involve parents and other interested citizens from the minority communities.

f. A directory of community museums, industries, historical sites, etc. has been compiled by the district for staff use in planning field trips.

g. Multi-media materials reflecting the community's world of work is available for student and staff use.

INSTRUCTION

There are many ways to teach reading. However, certain guidelines are necessary for a successful reading program.

1. The program should employ any one or a combination of approaches to the teaching of basic reading skills applicable to the total curriculum as determined by the needs of the individual.

   a. The district's reading program consists of various methods and approaches to reading so that each pupil may be taught by the method most suitable for him/her. For example, any combination of the approaches and methods listed below may be used:
      1. basal reading programs
      2. language experience
      3. individualized
      4. programmed
      5. Phonovisual
      6. i.t.a.

   b. Instruction is given at an effective rate and level for each pupil.

2. Flexibility should exist among and within the approaches according to teacher effectiveness in meeting individual needs.

   a. Teachers are made aware of various approaches to reading instruction through periodic in-service training.

   b. Continuous diagnoses of students' needs are made to assure flexibility in instruction.

   c. Students are grouped for instruction according to areas of weakness and are regrouped when weaknesses are overcome and new needs arise.

   d. Opportunities are provided for independent reading at all levels.

3. Program continuity should be achieved through progressive record keeping of the necessary reading skills.

   a. The reading staff should develop some method of effective record keeping of students' progress in all reading skills.

b. A reading record of each student's progress in each reading skill should be made available to each student and parent.

c. Students should keep own records of progress in each reading skill.

d. A method of record keeping of student progress is developed by the staff using the scope and sequence of skill development determined by the district as the basis for the content of the progress record.

e. Visible class records should be used with discretion.

4. Reading skills should permeate all areas of the curriculum.

a. Content area teachers are in-serviced on the process of reading.

b. All content area teachers are in-serviced as to how they can provide simultaneous teaching of reading skills and course content, the use of study guides, and the teaching of library and research skills.

c. Teachers are in-serviced in the proper techniques of making assignments, establishing purposes for reading, providing background for reading, and asking questions that require students to use ideas rather than simply to remember them.

d. Students receive self-help techniques during regular class time for improving their vocabularies.

e. Provision is made to help students acquire necessary study skills for proper study of content materials.

f. Students receive proper instruction in the technical vocabulary and the understanding of the content materials.

g. Classrooms are equipped with a variety of levels of reading material dealing with the same content.

5. The total program should engender a reading habit which will lead to a productive and fulfilled life for the learner.

a. Provision is made for the learner to read topics which interest him/her and to choose his/her own reading material.

b. During instructional time the reading skills are taught through various media and presented in various ways to the learner so as to make reading instruction meaningful and exciting.

c. The reading instruction meets the immediate needs of the learner so that he/she will think of reading as a way of meeting his/her future needs.

6. Any special program fulfilling the needs of the atypical child should be coordinated closely with existing classroom instruction.

   a. The remedial reading program is planned in coordination with the basic reading program of the school district.

   b. The classroom teacher and the student's special teachers meet frequently to discuss the needs and progress of the student.

   c. The student is not penalized in any way when he/she must receive instruction outside the classroom.

   d. Materials for instruction outside the classroom are different from the regular classroom instruction, but should serve the same identified needs of the student.

   e. Opportunities are given for the special teachers to work within the classroom as well as outside the classroom.

7. Instruction in reading should be provided in the language of the child whose dominant language is not English.

MATERIALS

1. The teacher should be encouraged to use a wide variety of commercial and non-commercial materials (basals, kits, newspapers, cookbooks, manuals, etc.) and equipment to meet the needs of the individual.

   a. Both the student's strengths and weaknesses are considered in selecting instructional materials.

   b. Sufficient funds are budgeted to purchase appropriate materials and equipment.

   c. Teachers and students are provided with various kinds of commercial materials to meet the identified needs of the program.

   d. Teachers are given in-service training on all new and unfamiliar teaching materials.

   e. The teacher is given released time by his/her school district to attend conferences to learn about new materials to help meet the needs of her pupils.

   f. Teachers and students have access to recorders, tape players, filmstrip projectors, etc.

   g. The reading specialist encourages teachers to try new materials in classrooms on an experimental basis.

2. The teacher should be encouraged to develop materials to meet specific needs of the learner.

   a. Teachers are given proper guidance from a specialist and given in-service training to develop effective material.

   b. Provision is made for resources and time to enable teachers to develop materials.

   c. Opportunities are provided for teachers to share ideas and directions for teacher-made materials.

   d. Teacher-made games and student-made games are good instructional devices and are developed for classroom use.

   e. Materials, equipment, and teacher-made materials are evaluated to determine effectiveness.

Materials

3. The library instructional materials center and/or resource room should be an integral part of the total reading program.

   a. Teachers are familiar with the materials and equipment available in the library and/or resource room.

   b. Time is provided during the school day for teachers to examine materials in the library and/or resource room.

   c. A knowledgeable staff assists the teachers in selecting materials and equipment.

   d. Teacher-made materials are also housed in the library and/or resource room.

   e. Children are encouraged to visit the library and/or resource room to help select materials and equipment.

   f. An effective cataloging system and shelving of materials assists the teacher and children in proper selection of non-print as well as print material.

   g. The librarian and the reading director have a working relationship in the ordering of a variety of materials necessary for the upgrading and complementing of the reading program.

   h. Teachers are encouraged to submit evaluations and recommendations for materials and equipment.

   i. The library schedule is flexible enough to accommodate individual needs of students and teachers.

   j. Library materials are provided in the languages of these students whose dominant language is not English.

ENVIRONMENT

Environment as defined here is the physical and psychological setting to which the learner is exposed during the time limits of the day.

1. The school district should provide adequate classroom physical facilities: space for large and small group instruction, individual study areas, adequate lighting, movable and multi-purpose furniture.

   a. All available space can be altered to provide for varied instruction, grouping patterns, or organizational arrangements.

   b. Movable partitions are provided for classroom flexibility.

   c. Noise being made by students busily engaged in a learning task is to be expected in a healthy classroom environment.

   d. Each instructional area has available space for individual study areas.

   e. Lighting is regulated according to the time of day, weather changes, etc.

   f. Each instructional area has available adequate electrical devices for use of audio-visual materials.

2. The instructional materials center and/or resource room should be centrally located and provide a wide variety of media and materials to meet the curricular and recreational reading needs of all students.

   a. The instructional materials center is easily accessible to all students and teachers.

   b. The instructional materials center is equipped with a wide variety of audio-visual equipment and materials that are appropriate for the reading program.

   c. A certified media specialist is responsible for planning and developing the district's media program.

   d. Through the instructional materials center various programs and activities are provided to encourage students reading.

e. A collection of at least 10 books per pupil is available in the media center.

3. All facilities should be easily accessible, informal, attractive, and inviting.

   a. Adequate facilities are available for displays.

   b. The display area is well lighted.

   c. Furniture is colorful, movable, and properly maintained.

   d. Walls are bright, clean, and colorful.

   e. Floors are kept clean, Some areas are carpeted for students to use as seating.

4. The classroom should reflect a healthy blend of organization and freedom.

   a. The classroom is kept neat and free from clutter.

   b. Students' storage areas are neatly kept.

   c. Materials and equipment are cared for properly so as to prevent needless damage.

   d. Certain areas of the classroom are designated for specific curricular areas.

   e. Furniture and equipment can be moved in order to provide for various grouping patterns.

5. Each school and classroom should project a warm personal atmosphere to promote a psychologically sound learning situation.

   a. There is mutual respect for the opinions of each other on the part of both teachers and students.

   b. Student work is displayed in various areas of the classroom and school.

   c. Classroom and school activities are planned to provide for the psychological needs of the school community as well as the educational and social needs.

Environment

6. The school should provide the learner with the opportunity to experience the world outside the school setting and to relate those experiences to the printed page.

   a. the school provides an ample budget for field trips for all students.

   b. Field trips are carefully planned so that they are meaningful and relevant to the learning experience of the student.

   c. Preparations for a field trip are carefully organized and upon the return from the trip, follow-up activities are provided and include a wide variety of experiences relating to reading and creative writing.

TIME

1. Although a daily uninterrupted period of time for reading instruction may be established, the applicable reading skills should be taught concurrently with content area instruction.

   a. The content area teacher incorporates the necessary reading skills required to understand each particular lesson in the daily instruction.

   b. The content area teachers are given opportunities to attend in-service meetings in reading in the content areas.

   c. Special help (Reading Specialist, Reading Supervisor) is available to assist the content area teachers in preparing and carrying out their lesson plans.

   d. Special material (hardware and software) is made available to content area teachers to use in teaching reading skills in the content areas.

   e. The importance of teaching reading skills in the content areas is stressed by the district's administrators.

   f. Through in-service and curriculum planning meetings, content area teachers are exposed to various reading skills inherent in different content areas.

   g. The curriculum guides in various content area subjects contain lists of reading skills necessary for each specialized content area.

   h. There is a variety of books on various reading levels related to different topics available for students to use in each content area within the classroom and resource center.

2. Teachers should be provided sufficient time free of students to evaluate continuously the needs and progress of each pupil and to formulate plans based on those findings.

   a. During the school day, special testing services and personnel are made available to all teachers so that a student's specific strengths and weaknesses in reading can be pin-pointed and an appropriate program can be planned in each content area.

Time

b. Time is made available for all teachers to meet in small groups to discuss the progress of their students.

c. Time is made available for teachers to develop various checklists to use in evaluating student progress.

d. Appropriate time is made available to teachers so that they can meet with the school guidance counselors and other professionals concerned with pupil evaluation.

e. The teachers take time each week to cultivate the library habit and discuss good books discovered by the students.

f. Student scores from a standardized reading test are made available to content area teachers, and a trained reading instructor assists the content area teachers in the interpretation and evaluation of these scores.

3. Adequate time should be allotted on a regular basis for free reading.

a. At least one half-hour of each day should be devoted to silent reading on the part of the students and faculty.

b. The school library is available to all students during the school day so that they may avail themselves of its material.

c. Free reading is encouraged by permitting the students to read by themselves whenever they are finished with an assignment given by the teacher during any class period.

EVALUATION

1. Evaluation of the total reading program should be an on-going process and serve as a means of constant improvement.

   a. The school district conducts a district-wide evaluation of the reading program and uses the results of the evaluation to improve the program.

   b. Included in this district evaluation is a testing program of the mastery of reading skills.

   c. The evaluation of the reading program includes an attitude survey of students' attitudes toward the various components of the reading program.

   d. Surveys are conducted by the district to determine staff needs for the reading program.

   e. A self-study by the district's staff is conducted periodically to determine the needs of the reading program.

2. In addition to the commonly used norm referenced measures which have their limitations, student evaluation procedures should include a system of criterion referenced testing in order to determine mastery of a sequential arrangement of skills.

   a. Test results are used for diagnostic purposes in planning the instructional program for each pupil.

   b. Achievement test batteries are administered at least twice during grades 2-6.

   c. Individualized tests of mental ability are administered when necessary by qualified personnel.

   d. Criterion reference testing or its equivalent is available for determining mastery of reading skills.

   e. Test results are interpreted with the student's mental, social, and emotional growth in mind.

   f. The teacher keeps a dated folder of each child's work.

   g. Notebooks are used by the teacher which stress certain major areas of improvement and noting with dates, when each child seemed to master that particular area.

Evaluation

h. A file of cards on each child is kept with notes on specific problems which arise.

i. Children keep records of where they are in reading, what they have read, and a diary of things important to them.

3. In addition to administrative evaluation, each teacher should develop continuous systematic self-evaluation procedures to direct and improve teaching performance.

a. The reading teacher is given opportunities to evaluate his/her teaching performance through in-service activities, video-tapes of his/her teaching (to be used only as a self-evaluation procedure and not as a threat), and district paid subscriptions to various educational newsletters.

b. The reading supervisor and principal conduct periodic formal and informal classroom observations followed by personal conferences with the teacher to relate strengths and weaknesses and make recommendations.

c. A checklist of the characteristics of a good reading teacher is made available to the staff for self-evaluation.

d. The reading supervisor and principal periodically demonstrate techniques for teaching.

BUDGET

Since reading is a priority, the reading program should determine the budget.

a. The budget allows for adequate staff for the reading program which should include classroom reading teachers, reading specialists, and a reading supervisor.

b. The budget includes monies for materials and equipment to adequately supply the needs of the reading program.

c. The budget includes monies for in-service education for the professional and non-professional staff and subscriptions to educational literature for the staff.

d. The budget includes monies for consultants/technical assistants to serve the needs of the reading program.